

RCE
2015

CONFERENCE
OF THE AMERICAS
GRAND RAPIDS, MI



Sunday, August 9

Inauguration / Welcome

Mayor Heartwell, conference Emcee and Dean Anne Hiskes, Brooks College, GVSU

Mayor Heartwell: Welcome to Grand Valley, region, and Beer City. Becoming an international city.

Anne Hiskes: Grand Valley - a leader in sustainability

- “Local relevance with global impact” Perfect theme for RCEs
- Review of programs and facilities. Sustainability Education with the community, e.g., agriculture and watershed issues.
- Ranked by Princeton Review and one of greenest universities by the Sierra Club.
- Recycle-mania competition- ranked 24th. Help students release their mania. :)
- When we are recognized, we become energized.
- Emphasis on water, crises of issues around U.S. (Detroit, California). Must address, as it is a necessity for all life. Challenges of invasive species, used for many purposes (energy, etc), so a great responsibility to protect. A blessing, needs stewardship. West Michigan /Lake Michigan- 1/5 of the fresh water in the world! Who does the water belong to? Who are the stewards? Human right to water? How make sure that people have access to water?
- Need to share our expertise across universities, disciplines, institutions, sectors, countries. Must learn from each
- See www.gvsu.edu/sustainability

Updates of the Global RCE Network

Strategic Plan of the ESD Programme UNU-IAS, Kyoko Shiota and Philip Vaughter

Philip Vaughter, UNU-IAS: Welcome to 4th RCEs of the Americas Meeting

- UNU-IAS committed to supporting ESD around the world.
- GAP and SDGs- multi-stakeholder networks are perfect for implementation.



- Progress of the Global RCE Network- strategic directions
- History- started in 2004, DESD. 7 RCEs in 2005, 138 in 2015 (16 new in review). 20 in Americas (4 in active)
- RCEs of the Americas- fewer and more dispersed. How work together?
- Review of events and activities, including conferences, opening of Sejahtera Center in Tongyeong, WEEC, etc. (see list)
- On-line communication, Portal redesigned, monthly E-Bulletin (news, innovations, publications, and resources). Have a template for submitting articles- easy to use.
- Post-DESD: Reflect on accomplishments, challenges, and new commitments
 - Advance ESD beyond the DESD
 - Implement GAP priority action areas
 - Address SDGs
- UNESCO World Conference on ESD Outcomes
 - Aichi-Nagoya Declaration on ESD
 - Shaping the Future We Want
 - UNESCO-Japan Prize on ESD
 - Launch of the GAP on ESD and roadmap (363 commitments from 80 countries)
- Objectives and strategies (get PPT from Philip)
 - Building new momentum
 - Harnessing partnerships
- UNU is particularly interested in Priority Action Area 5: Local Communities
- Goals: Bridging the gap between learning and SD
 - Accelerate local and regional solutions
 - Reorient higher education for societal transformation into SD
 - Develop SD and ESD competencies
- Strategies
 - Enhance leadership and capacity building of decision makers
 - Advance ESD through RCEs and higher ed network (ProSPER.Net)
 - Innovative modalities and communication
 - Thematic areas:
 - The Global Action Programme (GAP) on ESD
 - Sustainability Consumption and Production (10YFP on SCP)
 - Biodiversity and Ecosystem Services
 - Climate Change and Disaster Risk Reduction- UN Framework Convention on Climate Change (UNFCCC)
 - Higher Education-driven Initiatives



Questions:

1. How many active and inactive RCEs? 20 in Americas, 4 inactive. Conversation for strategic session.
2. Focus of research or action? Both. Moving towards doing more, varies by RCEs. Need to scale action to different topics. UNU is a think tank for UN, so pressure to work on research. Need research to reach a larger audience.
3. Mechanisms for recruiting new RCEs? Beyond invitation. All RCEs are invited to recruit. Need more geographic diversity and connections within regions. Increase networks.
4. How promote RCEs with other UN systems/partners?
5. How structure efforts for SDGs? Focusing on five thematic areas. Formally inviting to participate in those, as there are resources and connections with partners/platforms. RCEs can work with others, if have other interests and needs in
6. How send RCEs to UN meetings if not incorporated? Will discuss. Many RCEs have incorporated members who can attend, so is an issue, e.g, Mayor Heartwell can represent ICLI. How do we get standing?
7. How address SDG goals of ending poverty and hunger and issues of inequalities by gender, etc.? Crucial areas, but UNU does not have same connections to those platforms. Can connect with specific SDGs for recruiting partners based on regional needs. Specific themes are not meant to be a limitation for regions.
8. Reporting timeline? Will let us know soon. New process.
9. RCE Lima-Callao: how can we empower the sustainability of all of the RCEs? Share resources? How to maintain the unity and engagement of the RCEs?
10. Database on traditional knowledge? Not yet. Can RCE GR to help develop?
11. US Partnership for ESD- how create systemic change? National and international change through coalitions. Work with academic societies, e.g., DANs. Research and real-world learning. RCEs can catalyze locally and regionally. How link up? Already doing? Usually national focused, without a lot of communication between. Initiatives in other parts of world, not in Americas. Some only in English.
12. American Library Society- call to action to create repositories. No need to create new, if already in existence. Redundancy. UNESCO wants to create a clearinghouse. Organize by regions. Want RCEs to help lead with creation, submissions, and management.

Global trends on ESD (Updates on Global Action Programme (GAP) on ESD)

Charles Hopkins (TBC)

Global Trends on ESD

- Are we accomplishing enough? How do we maintain hope? Helps when we come together.



- How identify needs of education, public awareness and training to enable SD. Can't do without doing action research in our own communities. Work with and be a part of our regions.
- 3% of world go to university, but become 85% of leaders. Crucial to work with. International Association of Universities. But education is often overlooked and underresourced. Need to be seen at the table.
- 2015 is a critical year of opportunities:
- UNESCO World Conference on ESD
 - Largest gathering of education ministers
 - Chuck chaired writing of Aichi-Nagoya Declaration- countries signed, use as leverage, hold governments accountable for implementation
 - committed to embedding ESD into education and SD policies
 - Revisit purpose of education (not just math and language), integrate ESD into teaching and learning
- World Education Forum (WEF- Incheon): Key themes:
 - Right to Education
 - Equity in Education
 - Inclusive education
 - Quality Education (Confirmed by Irina Bokova, Director General of UNESCO- most essential influence in society)
 - ??
- GAP Priority Action Areas (Reorient education to acquire values, skills, knowledge, empowerment and embed in relevant agendas, programmes, and activities that promote SD)
 - Advancing Policy
 - Transform learning and training environments (whole institutions)
 - Capacity Building of educators and trainers
 - Empowering and mobilizing youth
 - Accelerating sustainable solutions at local levels
- Sustainable Development Goals (SDGs)
 - To meet and adopt in September in General Assembly
 - World agreed on financing- \$3 trillion per year
 - **17 Sustainable Development Goals**
 - Goal 1. End poverty in all its forms everywhere
 - Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
 - Goal 3. Ensure healthy lives and promote well-being for all at all ages
 - Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
 - Goal 5. Achieve gender equality and empower all women and girls



- Goal 6. Ensure availability and sustainable management of water and sanitation for all
 - Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
 - Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
 - Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
 - Goal 10. Reduce inequality within and among countries
 - Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
 - Goal 12. Ensure sustainable consumption and production patterns
 - Goal 13. Take urgent action to combat climate change and its impacts
 - Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
 - Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
 - Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
 - Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development
- ***Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***
 - 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
 - 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
 - 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
 - 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
 - 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable,



including persons with disabilities, indigenous peoples and children in vulnerable situations

- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy 15
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
- Global Citizenship Education (often seen as same as ESD and more understandable).
 - Big support from UN Secretary General Ban Ki Moon;
 - Three priority areas:
 - Put every child in school
 - Improve the quality of learning
 - Foster global citizenship
 - 4 areas of ESD:
 - Access to quality education
 - Reorient to ESD
 - Public Awareness
 - Training Programs
 - So, NOT the same as global citizenship. Don't lose the core ESD goals, but still need:
 - internationalizing, citizenship,
- RCEs and the GAP: UNU priorities
 - The Global Action Programme (GAP) on ESD
 - Sustainability Consumption and Production (10YFP on SCP)

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- Biodiversity and Ecosystem Services
- Climate Change and Disaster Risk Reduction- UN Framework Convention on Climate Change (UNFCCC)
- Higher Education-driven Initiative

RCE Reports

ESD West Michigan

Mayor Heartwell

- Community Sustainability Partnership (CSP)- 2002-03, how can we be more effective if work together? 5 partners formed partnership, with a template for sustainability planning.
- 2007- became 32 RCE and first in the US. Now, 240 organizations (all higher ed, across sectors)
- Enormous value in being connected with global community.
- Triple bottom line model and initiatives:
 - Economic vitality:
 - Clean manufacturing
 - Medical Mile- health care center of Western Michigan, Children's Hospital, big business- used to be industry, now largest employer
 - Higher education (72,000 students in region)
 - Healthy environment
 - Focus on Grand River and larger watershed. Formerly polluted, drained into Lake Michigan. Now clean river, recreation, top 10 urban fishing sites. Research.
 - Renewable energy- large solar efforts
 - Social equity:
 - Community parks
 - "Seeds of Promise" schools, parents, government working together to ensure good educational opportunities
 - International Youth Virtual Conference- topics in food, water, and energy (next in September)
 - 4th bottom line - Place. We are each uniquely different. Have formed 7 other CSPs in Michigan, Ohio, and Alabama. 5 in West. MI. Decided to support the unique regions



RCE Crie Curitiba- Parana [Brazil]

“Biodiversity meetings: Sharing Knowledge and Seeds for Urban Agriculture”
Dr. Eloy Casagrande Jr.

- Started in 2007. Hosted International RCE Meeting in 2010.
- Focusing on agriculture now. Big ag (soy beans)- lots of problems with pesticides (environment, rainforest, health effects)
- Environmental Studies and Technology, Civil Engineering - Technical college. How find ways to change curriculum and get engaged.
- Curitiba- geography. Brazil is the size of a continent. Hard to coordinate.
- Progress/development- worry less about environment. Consumption and production practices do not align with SD
- Green City:
 - Global Sustainable City Award 2010.
 - Innovative urban transportation system (paradox - best transport system, but highest per capita of cars). Working with new mayor. Need more bikes, car-sharing. Economy based on selling cars. Federal government gives incentives for buying cars!
 - 1st Pedestrian road in Brazil
- Green Office of the UTFPR/RCE Crie Curitiba: Sustainability, Innovation, and Community, 2011.
 - Limited resources, as education and health care funds get cut.
 - Built project with 50 companies.
 - Living Lab, interdisciplinary student research- architecture, water, energy efficiency, zero waste.
 - Big solar/foto voltaica array.
 - Offering a short course on green building and SD
- Biodiversity Meetings: Sharing Knowledge and Seeds for Urban Agriculture
 - Dialogue between ag experts, organic farmers, and city dwellers to increase urban food production
 - Teach students to feed themselves
 - Green Roof
 - Organic gardens (composting, worms, etc)
 - Urban market
 - Partnership with Parana’s State Institute for Small Farmers Technical Assistance.
 - Teach course on growing organic tomatoes and distribute native seeds of tomatoes
 - Food cooperative, “relational food” for distribution
- Need to do practical projects. Need to rush to convince people of value of SD, so clear examples help.

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West Michigan Environmental Action Council

“Inclusion and Development of Environmental Allies and Leaders I.D.E.A.L.”

Anne Marie Hertl

- See environmental movement in two realms
 - Changing behaviour - mainstream environmental movement
 - Environmental justice movement – direct action and protesting
 - These movements don't work together well
- Acknowledgement of privilege
 - Race plays a huge part in privilege within the United States; white and non-white
 - Examples of privilege include generational, gender, language, sexuality, ability, ways of knowing
- Demographics
 - In 2042, non-white communities will be the majority within the United States
 - Demographics shifting within the nation
 - Timeline is not that far away
 - In 2032, majority of employees non-white
 - In 2022, majority of students in K-12 will be non-white
 - 68% of non-white voters want action on environmental issues
 - However, mainstream environmental movement does not engage with these communities
 - We are talking about the sustainability of the sustainability movement
 - One of the greatest challenges for sustainability movement is to have conversations about privilege
 - However, majority of people from both streams want same outcomes
- Why is environmental movement predominantly white in the United States?
 - Majority of environmental NGOs do not work with non-white minority groups within US
 - Environmental NGOs and agencies say non-white community members are not applying for jobs within their organizations
 - Internal review of I.D.E.A.L. revealed not only was organization not posting in right forums, but needed advocates from community to be their advocate
- The State of Diversity in Environmental Organizations
 - When you are the only person speaking for the environment in a new environment, that is good, it means you need to be there
 - Messaging is key - understanding what the problems a community is facing is key for genuine engagement
- Inclusion and development of Environmental Allies (IDEAL)



- Underserved, low-income and minority populations will be disproportionately impacted by climate change. Resilience efforts in all aspects of community planning should recognize this.
- Key when working with any community is meet someone where they are - a lot goes on with the environment, many factors into whether or not people are involved with the environment

RCE Greater Portland [USA]

“Empowering Communities through the Heroic Imagination Projects, the Social Sciences, and Education for Sustainable Development” Dr. Kim Smith

- Creating a Greater Portland
 - First bridge in the the nation that does not allow any car traffic
 - Significant political spectrum across counties in area, despite progressive portrait of Portland in media
 - E6 Model: Education, Environment, Economy, Equity, Empowerment, Engagement
 - Acknowledged in 2013
- Vision: A healthy
- Mission: Increase the region's collective impact by developing collaborative partnerships, supporting outreach, and offering formal, nonformal, and informal educational and research opportunities that leverage our talents and resources to help us achieve our sustainability goals
- Goals & Objectives:
 - Good relationship with City of Portland, difficulty with other municipal governments
 -
 - Increase collective impact through cross sector partnerships
 - Promote and collaborate on ESD
- Stakeholders
 - Working groups along four areas with coordinator
- Governance
 - Monthly coordinating committee meetings
 - Retreat to establish strategic plan
 - Stakeholder meetings
 - Development committee
 - Internships
 - Program Management Analysis
 - Established non-profit status, bank account, etc.
 - Protocol for partnership fees and benefits



- Projects & Events
 - NWEI Ecochallenge
 - UNESCO World Conference on ESD
 - Indigenous Wisdom Talking Circle
 - College Student Network -ability to work across colleges in area
 - Earth week lectures and festival
 - Hands on Greater Portland TeamWorks
 - "Planetary" film release
 - Ecopsychology book release - grab psychologists!
 - Sustainability socials
- Outreach & Communication
 - Social Media
 - Website, Facebook, Twitter, Youtube, listservs, and newsletter
 - Inclusive partnership development
 - Cultural competencies workshop
 - How can I be an ally from position of privilege?
 - Meetings and presentations to partners and government officials
 - Tabling at conferences
 - Metro Grant - Sustainability Database
 - First of its kind - filling gap of no-syncing between databases
 - Need a shared calendar!!!!
- Research & Development
 - AASHE Conference and Board of Directors
 - Largest sustainability network for higher ed. in North America
 - Social Science Think Tank
 - Social Sustainability Colloquium
 - ISSP Certification Development
 - Network Analysis Research
 - Sustainability curriculum sharing
 - Heroic Imagination Project
 - Turn human behavior to work towards sustainability, focus on how you CAN make a difference!
- 2015 GPSEN GAP Commitments
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

For more information, check out our website: <http://www.pcc.edu/about/sustainability/regional-center-expertise/>



RCE Shenandoah Valley [USA]

“Using the Benefit Corporation Model to Develop a More Sustainable Region”
Dr. Joe Sprangel

- Business as usual by brute force
- Business solutions to these issues?
 - Given the performance of the US government vs. corporations, in particular these 147 super entities, who do you want to solve the world's problems?
 - Corporations?
 - Governments?
 - Nonprofits?
- Viable Solution
 - Social enterprise
 - Benefit Corporations
 - Business profits can help solve social and environmental challenges
 - Enforces corporate accountability
 - Gives non-profits
- Benefit Corporations vs. B Corps
 - B Corps
 - Certification conferred by the nonprofit B Lab
 - Have access to portfolio services
 - Certification available to businesses in all 50 states
- Material Positive Impact
 - Have one or more ‘specific public benefit’ purposes
 - Economic opportunity
- B Impact Assessment Elements
 - Governance element
 - Worker element
 - Community element
 - Environment element
- From the Root of all evil to Money as a source for good
- Impact Makers
 - Who - Impact Makers
 - What - Certified B Corp
 - When - Founded 2006
 - Where - Richmond, VA
 - Why - Profits and some consulting services
 - How - provides professional services at market prices while paying market salaries to their employees



- Community Partners
 - Rx Partnerships
 - Family Lifeline
 - Peter Paul Development Center
 - FlipM
- Research Questions
- Case Study Approach w/ interviews of key stakeholders (24 in total)
- Thematic Analysis from Interviews
 - Long term relationships
 - Mission-driven
 - Answer to community
- Worker Results
 - Here for more than paycheck
 - Chance to hone skills
 - Compete like a for-profit company, but act like a non-profit company
- Community Results
 - Ripple effect is exciting
 - 100% of business goes to the community
- Environmental Results
 - Building has solar
 - Energy reduction given if customer asks
 - Telecommuting encouraged
- Win-Win-Win-Win
 - Awards and Recognition
 - Benefits of becoming and B Corp
- Closing Remarks
 - Impact Makers is making money the root of the change they want to see

RCE Saskatchewan [Canada]

“Mobilizing the Voluntary Sector to Advance ESD: A Partnership with Higher Education in Saskatchewan, Canada” Dr. Roger Petry

- Hybrid presentation - two small case studies and updates from the RCE
- Non-Profit sector comes up a lot when talking about SD and ESD
- Definition
 - Voluntary sector=nonprofit sector
- Volunteerism: the newest way of doing/organizing/producing
- Link b/t volunteerism and ESD
 - mobilization requires education and advocacy
 - reinforces social sustainability



- reinforces environmental sustainability
 - key in mobilizing and educating citizens on environmental issues
- Requirements of nonprofit sector: Human resources
 - Need to consider future vibrancy of volunteer sector
 - leadership deficit
- Trends and Shifts in Voluntary Action
- Need for Expanding Sector Supports in Saskatchewan
- Purpose of VSSn Year 1
 - To create opportunities for dialogue in sector
 - Tow work in implementation within volunteer sector
- Koffee Klatches, Focus Groups

“Fort Qu’Appelle Ecomuseum” Mr. Jonathan Yee

- Overview
 - Unsafe water
 - Decline in tourist activity
 - Eutrophication and hypoxia
 - Paradigm shift needed
- Qu’Appelle Watershed
 - SE Region of province
 - Right now one lake is at peak for pollution
- Situation
 - 1 million cubic meters of raw sewage dumped into watershed
 - 7 days unsafe water
 - 28 beaches closed
- Pasqua Lake
 - 500% more algae
 - 70% of nitrogen water comes from Regina
 - Exposed to damaging levels of toxic metals for last 100 years
- What is Ecomuseum?
 - Community association that comes together on how to improve area based on heritage and principles of sustainable development
- Outcomes
 - Social cohesion
 - Environmental monitoring
 - Tourism
- Luther IDS Courses
 - Open to all U of R students
 - 3 credit courses that fit in most degree programs
 - Explore specific topics

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- Impact
 - Preserve and learn heritage
 - Provide ways to negotiate priorities
 - Bring stakeholders together
- Actions
 - Youth Engagement
 - Community Strategy
 - Education
- RCE Benefits
 - Knowledge brokers
 - Source of expertise
 - Marketing/Recognition
 - Research

“RCE Saskatchewan Update” Mr. Lyle Benko

- Gave recap of mementos from RCEs around the world: Japan, Portland, Mexico, Brazil
- Opportunities for action
- RCE SK Evolution: Currently 4 cities involved
- Mobilization through volunteerism: Partners as Supporters
 - Education
 - Government
 - Businesses
 - Professional Associations
 - NGOs
- Patronage of the Lieutenant Governor of Saskatchewan (2012 to present)
 - Brought credibility by forging relationships with First Nations and Metis community
- SK's Green Strategy - government has changed but not the intent of the document
- RCE SK ESD Recognition Events
 - Non-competitive: Set conditions for recognition
 - 25 projects recognized
 - Afternoon educational forum
- Conferences in the area relating to SD/ESD
- Ecomuseums have done a lot with water and watershed. important for this region of Canada
- Developing International Exchange Program
 - Allow students and faculty, community leaders, elected officials
 - learn about ESD and English
 - Presentations and site visit
- Future Developments

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- RCE Interdisciplinary Action Research Team
- Work on Memorandum among RCE SK Higher Education Partners
- Post-secondary RCE competition for design of sustainable infrastructure technologies
- RCE Ambassador Program
- RCE Guest Presenters - RCE Greater West Sydney
- New RCE Development in Western Canada

RCE Western Jalisco [Mexico]

“Lessons for the Sustainability of the University for the Community” Prof. Salvador Garcia

- Questions for Reflection:
 - Do politicians listen and attend to the social and environmental needs of the region?
 - Is education only responsibility of government?
 - Do you have responsibility for educating yourself, your family, and your community?
- Methodology of the three crystals
 - Crystal 1: Use a mirror to look back on the past
 - Crystal 2: Glass to look at today
 - Crystal 3: Telescope to look towards the future
- What is required to build a sustainable society?
 - Love, respect, solidarity, generosity
- Scaling up Environmental Education Program for Waste Management
 - Ongoing campaign of collecting electronic waste
- University opens its doors
 - Provides training on organic agriculture
 - Also, develop environmental interpretation activities
 - Art festivals around sustainability within university
 - Education and communication for sustainability through radio program - Echoes of Nature
 - New project of radio and television - SUMATE - able to engage farmers, rural, and smaller communities - interest in research from Sevilla University in Spain
- SUMATE Global Network in schools, universities, citizens, citizen organizations in Mexico and Colombia - also, interest from Argentina
 - More than 6000 volunteers across countries for SUMATE
- Started Exchanges and Collaboration Agreements with UDCA Topics:
 - In 2016, develop International Seminar for Health
- Receive support of renowned painters to develop workshops for youth and parents



- All possible because never lost sight of goals
- Continue to promote collective for ESD - promote hope and respect to reach objectives, also responsibility to contribute to change the world for the better
- Mission has remained education for transformation - mind, heart, and actions - not only from university, but in the street, in the communities - people have power, so change comes from them, not just one institution
- Aspiration to develop diploma in Natural Resources - work with 12 countries in the Americas
 - Opportunity to develop this program with RCE Network
 - Need to involve NGOs, communities, not just universities

RCE Tantramar [Canada]

“Education for Sustainable Development through the Efforts of RCE Tantramar: The Development of an Outdoor Wetlands Environmental Science Classroom” Dr. Michael Fox

- Great opportunity to meet off the web - in debt to RCE SK for the support in early days
- Surrounded by Bay of Fundy, also problem with dumping in Bay
- Continuous intersection of cultures within the area
- Name of town comes from noise of wildlife in the marsh itself - rural setting
- Salem Elementary Schools Outdoor Environmental Classroom 2014-2015
 - Worked with school to embed ESD throughout the curriculum
 - Place has to matter in the curriculum
- Funding for SD/ESD has come from gas tax throughout Canada - using tax on negative externality for positive change
- RCEs mechanisms for implementing sustainability plans locally and regionally
- Why Outdoor Education?
 - Children flourish: obesity drops, bullying rates decrease, child injury decrease, academic achievement rises, physical activity rates increase, attention spans improve, physical and cultural barriers melt away, environmental stewards emerge
 - Nature Deficit Disorder - Richard Louv's “Last Child in the Woods”
 - 98% of time of Canadian teachers spent indoors
 - Need to engage with teaching in outdoor environment
- Bring problem with ESD is that we don't practice what we preach - we lecture teachers about using the outdoors but we do not LET them get outdoors when we talk about professional development!
- Follow Up Work
 - Central need for the development of a wetland ecosystem as a feature to be worked with all grade levels and curriculum outcomes



- Critical Point: Principal & teachers were key proponents of the projects - they approached RCE to assist them!
- Still significant fear of letting children in water despite wetland environment - need to address this
- Students outside time was relegated to concrete patch that did not flood
- Got grant for drainage tile in school yard to avoid danger in school yard, brought in raised gardens and rain barrels for them, teacher's garden
- Second year commitment of getting outside every day - even in winter
- New wetlands area created - worked with Ducks Unlimited (took care of permits) to create wetland on the school yard - regenerated back of schoolyard, created play structure with pirate ship theme, -wind turbine is going on top! Amazing learning spaces outside school - donation of rubber boots for students for wet days! Energy demonstration projects - one classroom off the grid, and demonstrate what that means;
- Other ideas: bird houses, bat houses, Plant ID books, weather stations
- Funding up to \$150,000, none from education budget
- Ideas from: students, parents, teachers, community members, visiting science educators, project partners
- Local artist donated curriculum tiles - wildlife art of local species

RCE Toronto [Canada]

"Update on RCE Toronto/RCE Ontario" Dr. Hopkins

- No one owns ESD
- Need contributors from all fields - psychologists, sociologists, artists, philosophers, we need to look at things in their totality
- But, we need coordinators for leadership
- And, we need leadership for resourcing - led up and resourced down
- Toronto was one of first seven RCEs - ran for a couple of years, never got beyond discussing their constitution - broke first rule by never committing any action
- First seven did not have to go through process of applying - this really didn't work
- Looking at shifting to whole province - shifting to social services program being a secretariat
- Education through phenomena rather than subjects

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Monday, August 10

Welcome

Leslie Bellavance, President of Kendall College of Art and Design

- History of Kendall College and art students within the city of Grand Rapids

RCE Youth Session

Facilitated by Jon Yee, Ryan Huppert, Deanna Geelhoed, Jessica Kim

- RCE Youth Network Update
- Overview
 - Monthly Meetings
 - 2 Facebook Groups - Global RCE Youth Network and Global RCE Youth Network Members (none from North America)
- Issues
 - Engagement - slowly, people's interest had died off - feeling was high desire for title, but low desire for action
 - Work
- Events
 - YUVA Meet (Youth Unite for Voluntary Action) - very hard to engage, even after internship, coordinators may need to take a much more active role
 - OPEDUCA - 150 youth from all over Europe in November
 - Youth Internship Programme - initiative of RCE Saskatchewan
 - 5th Conference of Africa - updates from youth component at end of October



- Calvin College - community garden, environmental stewardship coalition (money saves goes into fund), food recovery network, sustainability coordinators (every dorm has one student representative), farmer's market on campus, dorms compete over lifestyle challenges
- Plaster Creek Watershed - native plant propagation, installing rain gardens, frustrated to see youth who don't engage with sustainability, but better in Grand Rapids than other places - there is hope!
- Youth Virtual Meeting
 - Empowering youth of the RCEs by engaging in a real time international dialogue on sustainability themes... food, water, energy
 - Today's youth will be the future leaders which will tackle the sustainability related dilemmas of tomorrow
 - Youth needs authentic experiences which will equip them with the skills needed for solving wicked problems of sustainability that transcend borders, language, culture, etc.
 - Because they use technology, carbon footprint is very, very small -
 - Interaction across borders, cultures, and languages...
 - RCEs need to find youth in their area who are interested in getting engaged - find school or youth group in community
 - Today's youth will be future leaders who can solve these problems - but they need practice if we leave them this obligation!! Unless students savvy at navigating international dialogue, they will not succeed
 - Themes of collaboration and diversification and communication are key buy in points for youth
 - Can live chat even if you do not want to be in verbal dialogue
 - Doodle poll will be needed for greater international engagement due to differences in time zones and different academic calendars
- Current Initiatives
 - UN Climate Change Challenge Badge
 - Sustainable Development Solutions Network - new UN organization chaired by Jeffrey Sachs - online course for sustainable development, good, but general - working with RCEs to improve - however, NO FEEDBACK FROM YOUTH!
 - GAP
 - YESPeace Network of MGIEP
 - MGIEP's ESD Youth Leadership Programme - 300 youth trained by 2017
 - UNESCO ESD Youth Conference in 2017
- Going Forward
 - What are the key milestones that we need to achieve?
 - How can your RCE contribute to the creation of the RCE Global Youth Network?
- Platforms



- 10 YFP
- IPBES
- Climate COPs
- Biggest entry point to MGIP's work is to engage with youth networks that have already been established by RCE network; engage young people who are not typical UNESCO attendees - young people who are doing good work but do not have opportunity to present their work - engage LGBT and rural youth! These are two groups that have been the most left out!! Still need to engage youth not connected to internet!! Qualify 15-18 year olds as the young people - operationalizing gives more agency to youth, not drowned out by young adults.

RCE Burlington [USA]

"WEEC in Gothenburg, Sweden and Greater Burlington Updates" Dr. Thomas Hudspeth & Ms. Megan Camp

- Vermont is not just defined as a political region, but also an eco-region
- Burlington has many accolades as a smaller city! Great place for a lot of different things!
 - More affordable units per capita
 - More community gardens per capita
 - Largest organic food co-op
 - Burlington has a 100% renewable energy portfolio
 - Incubator farm program - average age of farmers is fifty, training new farmers - actual number of farms has increased in Vermont!
- Numerous initiatives at University of Vermont
- Shelburne Farms education programs
- Sustainability NGO community
- Sustainable business community
- Sustainability Academy at Barnes elementary
- Gund Institute
- PLACE program at UVM and Shelburne Farms
- Issues Identified by Region
 - Climate change adaptation/resilience
 - Food security/local food
 - Energy, local energy
 - Poverty
 - Health Care
 - Affordable housing
 - Aging Population - outmigration of young people
 - Absorbing culturally diverse populations
 - Migrant farm workers on Vermont farms



- Lake Champlain pollution and phosphorus
- Stormwater
- Vermont was one of the few regions that took Agenda 21 seriously - push in region to develop and ESD policy and stance
- In state of Vermont, there is a sustainability standard applied across all of the curriculum and for understanding place
- Work needs to be done in K-12 is to support teachers
- Great video with kids expressing a lot of nuanced and complex understandings of sustainability - school was going to be closed! Phoenix rising project!
- Building Strong Community Partnerships for Sustainability
 - Institutions of higher education doing a poor job with community engagement
 - Need to focus on 'Scholarship of Engagement' - Boyer
 - Campuses as staging grounds for action
 - Universities cannot work in isolation but need to extend beyond their walls
 - Service-learning partnerships/collaborations
 - Students at U of Vermont have a focus on service projects - community engagement built into curriculum
- Ecomachine - John Todd-designed a biological waste-water treatment
- Green Roof - study of which plants and soil substrates are best for green roofs in the areas
- Importance of role models and exemplars
- Also, importance of videos (talk to UNU communication division!)

RCE Mauricie/Québec [Canada]

"Mauricie/Québec Updates" Mr. Steven Roy Cullen

- Region: Trois Rivières; same watershed as Grand Rapids - all pollution sent into Lake Michigan ends up in Trois Rivières - situated in zones 17 - more eco-region then political
 - Population: 506,784; Area: 42,368 km²; 4 main cities - Trois Rivières, Drummondville, Victoriaville, and
 - St Lawrence River & St Maurice River, Mauricie National Park, Lac Saint-Pierre (UNESCO), Université du Québec à Trois Rivières
 - Regional strengths: human capital, natural capital, energy capital (many dams; low solar need/potential)
 - Provincial legislation - government has a strategy to bring 16 principles of sustainability forward (Sustainable Development Act of 2006)
 - Application limited to provincial administration
 - Lacks clout
 - Limited results
 - Limited funds
 - Ministries still fund unsustainable practices



- However, other types of organizations in governments - Regional Environmental Councils & Catchment Basin Organizations
 - Also, many NGOs
 - Promotion of ESD in Quebec: Ministry of Education, however, many other organizations with little coordination - also, lack of teacher education
- Became RCE because of better long term impact
 - Better understanding of ESD
 - Better outreach to private sector
 - Mission: Educate public (decision makers) on concepts of ESD, share best practices, regional focus
 - Objectives: Research on leadership, knowledge and expertise, integrate principles of SD
 - Mobilize for SD
- Difficulties
 - Similar missions to environmental councils
 - Partners overwhelmed
 - Lack of funding
 - Partners have difficulty distinguishing mission from others
 - No official coordination until 2014
- Recent Progress
 - New website -ability to track ESD projects in region
 - Second Action Plan - including half day teacher training workshop, outreach to community partners, ESD International Summer School, Database upkeep
- Success Stories
 - PEEC - Programme of Environmental Education and Citizenship - research action within the region school system
 - Bioblitz - going for three years; invite scientists and public who want hands on action do an inventory of biodiversity in a region - data used by the city for protection and management issues; move from one creek basin to another
 - Rivière Milette - river clean up project involved with social housing project on the river
 - Parcs Comestible - Edible Parks - short term project, planted fruit trees in different city parks and community parks
- Call to Action
 - Would like to host international summer school on ESD
 - Handed out surveys gauging interest in summer schools



RCE Grand Rapids [USA]

“Building Sustainable and Resilient Communities” Dr. Haris Alibasic

- Mayor Heartwell talked about the necessity of disruptive innovation for change
- Focus of sustainability planning in Grand Rapids city government is mitigation and resilience for climate change
- Sustainability Defined: works with UN World Commission on Environment and Development - triple bottom line
- Guiding Plans & Strategies:
 - Energy work is guided by Energy Efficiency and Conservation Strategy
 - The Sustainability Plan is a multi-year, adaptable document that lays out specific targets related to energy and climate protection, with measurable outcomes
 - Climate Resiliency Report
- We need cities to continue to satisfy human needs while minimizing human impact on the environment
- In 4th year, 98% of sustainability targets have been completed or are in progress
 - In 2013, 119 targets were classified as complete; in 2014 rose to 155
 - Only 2% are showing little or no progress - these account for 4 out of 231 targets
- Energy Targets
 - Continue to target to be at 103,000 mwh for city's annual energy use
 - 100% renewable for all city buildings by 2020
 - Rooftop solar
 - Geo-thermal fire stations
 - Green energy
 - Electric Vehicle Charging Station
 - 27% of city's energy came from green sources in 2015
- GR Community Sustainability Partnership: over 270 members -
 - Local and regional businesses, universities, NGOs
- 2030 Districts - developing targets for sustainability initiatives in cities- engages commercial building owners in reducing greenhouse gases
- Published Grand Rapids Climate Resiliency Report in 2013
- City has been a leader in private sector sustainability

RCE Bogota [Colombia]

“RCE Youth Ownership of Water Resources through Education for Sustainable Development Programs” Prof. Carmen Zamudio and Ms. Adriana Jimenez-Patino

- Hoping for other regional initiatives around Colombia will become RCEs
- 12 universities compose the basic core of the RCE



- Also includes government institutions (Ministry of Environment, Environment Secretary, Local Government)
- NGOs (Dame tu mano - Econciencia)
- Schools (Primary and secondary)
- Coordinator (Olga María Bermúdez)
- Actions of RCE Bogota
 - Environmental Forums
 - Communications Memoirs
 - RCE's Youth Network
 - Teaching Training Investigation
 - International Cooperation
- Environmental Forums
 - Objectives of Environmental Forums is creating a Citizen Environmental Culture for Bogota
 - Events are free and open to public, good resource for teachers and researchers interested in ESD issues
 - Carried out by interdisciplinary team from all 12 universities
 - Always a space for discussion and public input in each forum
 - Spaces help socialize pedagogical research experiences and projects
 - Events always end with concluding remarks
 - So far, there have been 44 Educational Forums with an average attendance of 200 participants per event
 - Best papers presented are collected and organized into a publication
- RCE Youth Network
 - Main challenge of RCE Bogota is to build process that allows young people to contribute to SD initiatives in local regional environmental management
 - With rapid demographic shifts, means population is growing while people are living longer - 29% of people between 0-13 years of age
 - Youth counted as people between the ages of 14 and 27 - huge segment of the population - concern these people will not have enough quality education and health for workforce development
 - Youth is huge issue in Colombia, so RCEs need to do work with youth if they want to get goals accomplished
 - For Colombia to develop sustainably, youth will need to be engaged
- RCE Youth network allows youth to generate ideas and influence decision making for ethical and responsible environmental management
- Youth are seen as adults without agency even though they face unique challenges due to their identity - not a subject but an object of which decisions are made about rather than with



- One of the principal activity is the cleaning of water resources within Bogota, coordinated with municipal infrastructure agencies
 - Point is to make sure water resources remain clean, and not not end up polluted again
- One of the governing principles is youth educating youth, and to build capacity, youth work with education institutions to develop these skills
- Every activity done includes a knowledge objective along with an action
- Important facets include what youth learn from adults, but also what adults learn from youth - essential to establish dialogue, esp. with Indigenous communities
- Innovation to develop technologies for treatment, collection, and use of water, including rainwater
- Important role in campaigns to bring clean water to remote cities
- Also, plays a role in engaging youth to understand the consumption and production cycle and how this is tied to the generation of waste

RCE Lima-Callao [Peru]

“Traditional Knowledge in Peruvian Central Andes for Protection of Biodiversity and Water” Mrs. Teresa Salinas and Ms. Magaly Tejada

- Raising Life in Peruvian Central Andes
- In traditional knowledge, everything in a transdisciplinary dialogue between knowledge(s)
- Mission: Contribute to the socialization and practice of and education that makes feasible life sustainability and equity in Lima
- RCE coordinates efforts of public, private, and citizen spheres
- Objectives:
 - Improve quality of life
 - Socialize ESD
 - Train experts in ESD
 - Reduce fractional thinking in society
- What philosophical framework is best approach to ESD?
 - Requires reflection on the role of higher education
 - How can higher education contribute?
 - How do we think universities can integrate other knowledge into institution?
 - Duty of university to contribute to the care of and the recovery of biodiversity and traditional knowledge
 - Not only research, but must be incorporated with teaching and institutional identity
 - But which values of traditional and indigenous knowledge need to be intergrated into a reorientation of higher education?
- In traditional culture of the Andes:



- Consolidate family ties of friendship and reciprocity
- Recover practices of good living in the cities
- Recover the links with the community and nature
- Recover the transference of knowledge
- We need to understand each other and ourselves better
 - We need individual and collective revolution and transformations
- We need science with conscience - which recognizes other systems of knowledge
- Traditional Knowledge is extremely important for Biodiversity
- But how to articulate a university that incorporates all the community including indigenous people?
- Diploma Course Objectives: Gather leaders that will work with ecosystems: Engineers, professors, especially women in these professions
 - Conception of life very different for the peoples of the Andes - rivers have life, and are reciprocal - trees create water and in turn water creates trees
- Curricula:
 - Biodiversity
 - Ecology
 - Intercultural Approaches
 - Biodiversity and Climate Change
- Also, works with environmental health initiatives and development projects
- Andean culture is based on respect for ecosystems
- Peru Proposal: Virtual Meetings for Youth with other RCEs of the world through two channels: (1) RCE Grand Rapids, USA, and (2) RCE Rhine-Meuse, Netherlands
- Without justice there is no sustainability
- Diploma in biodiversity and intercultural knowledge

Strategic Position

- Philip Vaughtner gave brief description about UNU's position within the UN system
- Dr. Hopkins talked about need for resiliency within RCE community
 - Need to reduce duplication with other UN Agency/Programmes
 - Communication problems across all of RCE network - challenges both within and between RCEs
 - Need for coordination with UN and Government of Japan objectives
 - GAP a five year program, but SDGs are a 15 year program
 - GAP needs to prove effectiveness to stay relevant and part of SDGs
 - Map is hated!
 - Leadership and governance within RCEs is a huge problem - many built around personality, of that person goes, RCE stops functioning
 - Also, need to keep other stakeholders engaged



- Need to move on to collective action
- Possibility of joining with an agency (OAS)
- Need to engage general public
- Debra Rowe from US Partnership of Education for Sustainable Development
 - 6 sectors - higher education is most active
 - See: <http://www.uspartnership.org>
 - See: <http://dans.aashe.org>
 - Access to many professional higher education alliances for sustainability
 - Used two magic sentences
 - Unique and important role in ESD. We can't imagine doing this without you. *Please come. We have all sorts of information, how can we help you!!*
 - Don't convene meetings with members that don't show up - makes you look weak - manage emotional climate of RCE network
 - Call to Actions - give concrete actions through these - integrative
 - Created fellows program - 3 hours a week, someone can have title of fellow and can create calls for action
 - Community and K-12 Sector teams you can get a lot done with a three hour work week
 - Organized with UN Decade for Women - recognized by state department
 - Other network: <http://heasc.aashe.org>
 - Resources page is a gold mine!
 - Use international network to create climate where people will feel behind if they are not engaging with sustainability
 - Other project: Sustainability Improves Student Learning
 - http://serc.carleton.edu/sisl.empowering_stud.html
 - What do we want to come out of strategy?
 - Up to speed on GAP
 - Getting rid of obstacles
 - Strategies for getting stakeholders on board
 - What language should we be using? Informed communication
 - Strategic Planning Questions:
 - 1.) How can we as a network help address our local urgent challenges you are facing?
 - Top 2-3 local challenges
 - 2.) How can we use the leverage of being a part of the international RCE Network to move mainstream organizations towards ESD and SD locally, regionally, and nationally?
 - Top 2-3 mainstream organizations you want to influence



- 3.) For staff at UNU - How can we both contribute to and learn from the organizations already working on urgent international issues:
 - Examples: climate change education, youth engagement, UNU priorities, quality education by the UN, IUCN, ministries of education, SDGs, etc.
- Carryover Discussion
 - RCE Exchange Program
 - ESD Diploma
 - Western Jalisco Citizen Empowerment Project
 - Living laboratories/EcoMuseums Development
 - Joint Publications
 - Pen Pal Program
 - Draft Partnership Agreement
- Grand Rapids RCE DRAFT GAP Focus Area Examples
 - What projects (completed and ongoing and proposed) exist and what Priority Action Areas of the GAP do they fit into
 - Also, what are community RCE partners working on individual levels
 - Incomplete, but recommend other RCE complete this
 - Are we listing by Priority Action Area or Theme?
- Need for database of gifts (resources) for RCEs
- AASHE offer Resources:
 - Campus Sustainability including operations, planning, administration, and engagement resources
 - Education and Research
 - Sustainability Tracking Assessment Rating System (STARS)
 - International college and university members
- Also BoP Global Labs or Innovation Centers
- Draft Partnership from Lima
 - Agreed to work together on projects
 - Share resources and expertise
 - More engagement of youth - no clear way forward on this point
 - Need more engagement with government - local governments are not engaged in RCE work within the Americas
 - Need more business stakeholders as well
- **Collaborations**
- Grand Rapids and Western Jalisco linking Seeds of Promise w/ Citizen Empowerment Project (possibly Bogota as well)
- Visiting RCEs Curitiba, Quebec, Saskatchewan, connect in with state departments and embassies

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- Ecomuseums link between Quebec and Saskatchewan
- Diploma Programme from Western Jalisco wants to involve all peoples of the Americas

Tuesday, August 11

Strategic Session

Principles for Planning: Focus and Finish

- Plan small steps that you can finish in 2015-16
- Use the resources you have
- Put tasks in bite sized chunks
- Think “how can we”?
- It’s ok to start with one - then trail in 1 or 2 places
 - Benefits: Build
 - After
- Group 1 - Addressing Local Challenges Together
 - Issue (Ex. Volunteers - burning out, not enough people, not enough time; Ex. Need to generate hands on learning for volunteers and foster sharing among RCEs)
 - Solution (Ex. Set up a local fellows program; Ex. Exchange program between RCEs)
 - Network Mechanism (Ex. Share tools for setting up fellows program; Ex)
 - 2 Leads (Ex. Organizations and contact names)
 - Who else will participate (Ex. organizations and contact names)
- Group 2 - Influencing Mainstream Organizations
 - Mainstream Organization to Influence (ex. Association of mayors/municipal governments):
 - Business/Foundations: Gates Foundation; Networks of economic and cooperative; integrate private companies, with sustainability missions; corporate social responsibility; joint watershed management
 - Government:Ministry of education;
 - Faith
 - Communities
 - Schools
 - Higher Ed
 - Pan-America

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- Solutions (Ex. Contact association and say you have free gifts/benefits for their members. How can you get this to their membership/help grow their initiative?)
 - Network Mechanism (Ex. Professional development session for RCE members on how to influence mainstream orgs.)
 - 2 Leads (Ex. organizations to contact)
 - Who else will participate (ex. organizations and contacts)
- Group 3 - Urgent International Issues
 - Issue (ex. climate change, youth, RCEs disconnected)
 - Solution (Ex.
 - Network Mechanism
 - 2 Leads
 - Who will Participate
- Your Issues and Gifts
 - Record your issues and gifts - one per sticky note
- Group 1:
 - Issue 1:
 - Issue 2: Poor understanding of RCE at the local level
 - Issue 3: Youth Networking - Bogota, Lima, and Jalisco already have initiatives, also want to work with local organizations